DOCUMENT RESUME

ED 051 527 CG 006 459

AUTHOR Morgenstein, Melvin; Strongin, Harriet
TITLE An Educational Component Incorporated into a Residential Drug Rehabilitation Program. Phase II: Report of Pilot Project.
INSTITUTION Nassau Community Coll., Garden City, N.Y.; New York State Education Dept., Albany. Bureau of Occupational Education Research.
PUB DATE May 71
NOTE 94p.
AVAILABLE FROM New York State ERIC Service, Room 468 EBA, State Education Department, Albany, New York 12224 (Microfiche available at no cost to educators)

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Drug Abuse, *Drug Addiction, Educational Needs, *Educational Opportunities, *Educational Programs, Equivalency Tests, Higher Education, Program Descriptions, *Program Evaluation, Secondary Education, *Vocational Development

ABSTRACT

This report describes and discusses the findings of a project which involved ex-drug addicts in a multi-faceted educational program, the components of which included: (1) college education; (2) high school equivalency diploma study classes; (3) noncollegiate courses in vocational and technical skills; (4) orientation of residents and teachers; and (5) special events. Program outcomes indicate that: (1) attrition rates in the residential therapeutic program were reduced for those involved in the educational populations and their reentry into "straight" society was facilitated; (3) they reverted to drugs less frequently and none returned to jail; (4) ex-addicts sufficiently motivated can complete college courses successfully; and (5) some residents are ready earlier than others for educational involvement depending on their stage in therapy. Conclusions and recommendations based on these findings are included. (TL)

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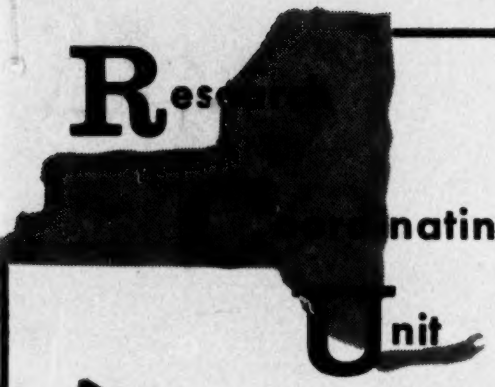

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PHASE II REPORT OF PILOT PROJECT

AN EDUCATIONAL COMPONENT INCORPORATED INTO A RESIDENTIAL DRUG REHABILITATION PROGRAM

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BUREAU OF OCCUPATIONAL EDUCATION RESEARCH /OFFICE OF VOCATIONAL REHABILITATION
ALBANY, NEW YORK 12224

MAY 1971

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PHASE II

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By

Melvin Morgenstein

and

Harriet Strongin

NASSAU COMMUNITY COLLEGE

Garden City, New York

In Cooperation With

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational Education Research
and Office of Vocational Rehabilitation
Albany, New York 12224

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FOREWORD

The Board of Regents has said that drug abuse "... is cutting at the very foundation of our social order". Education is one of several lines of attack on the present drug abuse problem.

The pilot project described in this report has attempted to (1) involve the ex-addict while still under treatment with some type of advanced formal education (or structured training) and (2) to provide him a meaningful active experience with "straight" members of his peer group.

The ex-addict, it is anticipated, will have greater occupational mobility upon completion of the education phase and reentry into society. This should help him escape from his former environment and provide the needed motivation to remain free of drugs.

Positive indications have encouraged continuance of this project for another year. It is far too early to make concrete claims of success, however, the Department on the basis of preliminary findings, encourages similar treatment facilities to experiment with an educational component.

Resourcefulness and community support are particularly important in order for a project of this type to be initiated. Cooperation of and between the multiple supporting local agencies is a necessity. The agencies mutually supporting this particular program are to be commended.

Miss G. Geraldine Dickson, Associate in the Bureau of Occupational Education Research, was coordinator of research and publication. Additional copies may be obtained by writing to the Bureau of Occupational Education Research, State Education Department, Albany, New York 12224

Carl E. Wedekind, Director
Division of Research

ACKNOWLEDGEMENTS

The investigators express their thanks to Dr. Louis Cohen, Chief, and Miss G. Geraldine Dickson, Project Manager, Bureau of Occupational Education Research; to the following people in the Office of Vocational Rehabilitation: Miss Marian Martin, Administrator; Mr. Howard Berger, Regional Director; Mr. William Spinelli, Director-Garden City office; Mr. Arthur Powell, Supervisor-Garden City office; Miss Sue Katrin, Counselor; to the Nassau County Drug Abuse and Addiction Commission and its following staff members: Mrs. Lois Blume, Executive Director; Mr. Seymour Rudner, Director of Research and Evaluation; Dr. Victoria Sears, Director of Treatment; Mr. Charles McGowan, Director of Topic House, and a host of hard-working coordinators; to the following people at Nassau Community College: Dr. George Chambers, President; Dr. Robert Gwydir, Dean of Instruction; Associate Deans Albert Donor and Barton Friedberg; Mr. Robert Lukitsh, Dean of Administration; Mrs. Mary Rapiel, Registrar's Office, and Mrs. Catherine Froehlich, Bursar's Office.

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INTRODUCTION

A. Purpose of the Study

Though the unauthorized use of prescriptive drugs is not new in this country, the extent of their consumption has alarmed large numbers of people in all walks of life. Hardly a day passes without the appearance of articles in the news media about drug abuse and addiction. The themes range from chemical analyses of drugs to methods for curbing their use.

It is understandable, then, that increasing attention should be paid to the drug abuse issue. The general assault on the problem is led not only by governmental agencies but also by civic associations, religious groups, school administrators, and private organizations. In numerous instances, groups with opposing political and/or social beliefs have joined forces to combat the evils of drug abuse. It is not at all surprising, therefore, that societal concern has prompted government at all levels to appropriate substantial funds for preventive and remedial aid purposes.

The area of prevention includes drug educational programs, legislative restrictions, and law enforcement. Treatment methods include such activities as methadone stabilization, out-patient group counseling, and residential therapeutic programs. For the most part, remediation has been restricted to helping addicts and ex-addicts understand the causes of their addiction. The variety of programs that exist are somewhat bewildering, but the rapid involvement of concerned communities is indicative of the seriousness with which the problem is being met.

Surprisingly absent from most drug therapeutic programs is an emphasis on education as both a therapeutic method and as preparation for reentry into normal society. It would seem logical to train ex-addicts for future jobs, or at least to encourage them to explore areas of learning, while they are in therapy. Yet the extent of such preparation at present is restricted mainly to general high school equivalency diploma programs. Not only does this restriction deny educational and training experiences to those who are not interested in securing the diploma; it provides little in the way of advanced training for those who already possess one.

Educational involvement of ex-addicts who are in treatment programs could serve the following purposes:

1. Career planning which would afford the ex-addict the opportunity to learn about career opportunities and to undertake specific vocational or technical training.
2. Exploration to acquaint the ex-addict with the liberal arts, business, and other professional and technical areas.
3. Therapy to add a new dimension to therapeutic programs by encouraging the ex-addict to exploit his latent talents.
4. Reduce attrition by providing a variety of educational experiences, thus encouraging the ex-addict to complete therapeutic treatment. In fact, education could be viewed as an integral part of therapy.
5. Aid society by providing people who (upon reentry) have productive skills or who will continue to study in private and public educational institutions.

With these objectives in mind, the investigators, in the spring of 1969, conducted a planning study involving residents of Topic House,[1] a residential drug therapeutic community sponsored by the Nassau County Drug Abuse and Addiction Commission. The effort was a cooperative venture between the Commission and Nassau Community College with a Vocational Education Act grant from the New York State Education Department, Bureau of Occupational Education Research.

B. The Planning Study (Phase I)

The thrust of the planning study was to determine how ex-drug addicts could be encouraged to enter the world of work through the cooperation of public educational agencies.

Rehabilitation of ex-addicts should involve not only emotional and physical aspects, but also include educational development. At the initiation of the study, the latter function was largely ignored at Topic House. The investigators directed their attention to incorporating an educational phase with a view toward technical and vocational training for job preparation.

The investigators set out to determine:

1. If an educational program was desired by the residents.
2. Whether an educational program was advisable for Topic House residents.
3. If advisable (and desired), the type needed.

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[1]Topic House - Treatment of People in Crisis.

C. Objectives of Phase I were:

1. To develop a profile of the Topic House residents including their vocational experiences and career aspirations.
2. To determine the specific educational needs of Topic House residents that would make them more readily employable.
   a. To determine the kind of instruction required in such programs.
   b. To determine whether Topic House residents required unique educational experiences, and whether these residents could merge with regular Nassau Community College students or with those at other established educational institutions.
3. To determine the contributions that Topic House residents and administrators could make to the development of a joint college/rehabilitation program.
4. To analyze the existing facilities and programs at Nassau Community College.
5. To determine whether residents of Topic House could benefit from educational programs conducted by Nassau Community College.

D. Findings

Profile of the Topic House Residents

Interviews were held on an individual basis with the 75 Topic House residents. Seven staff members were included, all of whom were ex-addicts. Each interview took 20 to 30 minutes. After discussing the purpose of the study, all residents were exposed to a structured interview questionnaire. They were free at all times to volunteer personal information, to talk

about their backgrounds, and to discuss their aspirations. They were also encouraged to contact the investigators about any material or data they had forgotten to mention during the interview.

Transcripts of records were requested from the last scholastic institution indicated as attended by the resident. This information was added to the resident's individual data file.

Profile data were collected regarding age, sex, veteran status, marital status, employment record and vocational skill attainment, licenses held, vocational aspirations, educational achievement, intelligence quotients, and length of residence at Topic House.

A complete report of procedures and findings of Phase I can be found in the New York State Education Department, Bureau of Occupational Education Research, July 1969 publication: Study of Articulation Program Between Nassau Community College and Topic House.[2]

The findings substantiated the need and desire for an educational program for Topic House residents. All parties involved in the study agreed that a pilot project should be undertaken during the 1969-70 academic year and that it should commence September 1969.

The investigators, with support from the Bureau of Occupational Education Research, designed a program to meet specific needs of the residents. This program considered vocational, professional, and cultural aspirations as well as resident capabilities and achievements. It also contained plans for appropriate employment preparation.

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[2]A copy may be obtained by writing to the New York State Education Department, Room 468 EBA, Albany, New York 12224.

THE PILOT PROGRAM (Phase II)

Discussions were held with top-level administrators of the Nassau County Drug Abuse and Addiction Commission. Policies were developed regarding the scope of the program, lines of authority, communications, procedures and utilization of physical facilities. Though the basic work was to be conducted at Topic House, periodic contact was to be maintained with the Administrative Director of the Commission. Matters regarding research would be reviewed with the Director of Research and Evaluation. Liaison with out-patient groups would be maintained through the Director of Treatment and with Topic House residents through the additional help of the House Director.

After initial contacts with the New York State Education Department's Administrator of the Office of Vocational Rehabilitation, it was agreed that the investigators would work closely with the Office of Vocational Rehabilitation (OVR) counselors in interviewing Topic House residents. Active liaison was established with the OVR Regional Director who assumed the counseling role in order to expedite the program.

At a meeting attended by personnel from the New York State Education Department, the Nassau County Drug Abuse and Addiction Commission, and the investigators, agreements were made regarding OVR's participation. They were:

1. Medical and necessary psychiatric reports from the Drug Commission would precede OVR approval of clients.
2. OVR would provide vocational counseling for all Topic House residents involved in the educational program.

3. Topic House residents would be served by the OVR office in Garden City.
4. OVR would support appropriate educational and/or training programs for individual clients.
5. OVR would support clients enrolled in courses offered by only State recognized institutions.
6. OVR would authorize the client to secure required texts and supplies.

The investigators discussed the program with the Registrar of Nassau Community College who expressed great interest and offered cooperation. Key personnel in the Registrar's office were alerted to the program and issued instructions regarding their responsibilities, and met with the investigators who outlined the purpose of the study and established working procedures.

A similar discussion was held with the Nassau Community College Bursar who also welcomed the study and prepared pertinent staff members with details of the program. The investigators also spoke with the Bursar's staff regarding the project.

Active work on the study did not start until August 1969 when it was agreed that a limited number of residents would be accepted initially as OVR clients. This decision was made so that OVR personnel could do indepth counseling with a small number of residents rather than conduct less adequate investigations with a large group.

FIRST EDUCATIONAL GROUP-ENROLLED NASSAU COMMUNITY COLLEGE-FALL 1969 SEMESTER

Seventeen residents (15 of whom were among the initial 75 in the Phase I study) were accepted for part-time enrollment at Nassau Community College for the Fall 1969 semester. Their course selections were determined by interviews with the investigators and the OVR counselor. Final decisions were made at a meeting attended by the Director of Treatment, the House Director, the OVR Counselor, and the investigators.

It should be noted that these decisions evolved from careful evaluations of the residents' backgrounds, aspirations, and needs. The input from all concerned parties assured the residents of continuing support.

TABLE 1

PROFILE DATA OF 17 TOPIC HOUSE RESIDENTS
ENROLLED AT NASSAU COMMUNITY COLLEGE
FALL 1969 SEMESTER

Variable		Number of Residents
AGE:		
18-22		7 *
23-27		10 (2)
SEX:		
Male		14 (2)
Female		3
VETERAN STATUS:		
Veteran		5 (1)
Nonveteran		12 (1)
MARITAL STATUS:		
Married		7 (2)
Single		10
HIGH SCHOOL DIPLOMA:		
General Equivalency		5 (1)
Regular		12 (1)
OTIS I.Q.		
Mean	106.6	
Median	109	

* ( ) = new residents not part of initial 75.

Table 1 lists profile data for the 17 residents. The number married was proportionately higher than those of the Phase I group. Their IQ averages paralleled those of the initial 75, while the proportion of those between the ages of 18 and 22 was below that in the larger group.

Table 2 shows the vocational goals of the 17 residents expressed at two intervals: March-April 1969, at the time of their first interview by the investigators; and August 1969, at the interview with the OVR counselor. It is interesting to note that four of the five residents who moved out of the "uncertain" category indicated drug addiction treatment as the area in which they wanted to work. Those who had specific business aspirations earlier maintained this interest.

TABLE 2

VOCATIONAL GOALS OF THE 17 TOPIC HOUSE RESIDENTS
ENROLLED AT NASSAU COMMUNITY COLLEGE
FALL 1969 SEMESTER

Goals	Number of Residents	
	Initial Interview 3-4/69	DVR Interview 8/69
Business	4	5
Drug Addiction Treatment	7	11
Uncertain	6	1

It is not difficult to judge how well the vocational goals of the 17 residents related to the courses in which they enrolled. An analysis of the data in Table 3 showed that those who had indicated business as a career selected relevant courses.[3] Nine of those who aspired to careers in drug addiction treatment registered for basic courses in psychology and sociology. In their judgment, these courses were clearly related to the type of work in which they were already involved or for which they wanted to prepare.

TABLE 3

COURSES TAKEN BY THE 17 TOPIC HOUSE RESIDENTS
ENROLLED AT NASSAU COMMUNITY COLLEGE - FALL 1969 SEMESTER

	Number Enrolled
Business Law I	1[a]
Business Organization and Management	1
Data Processing (Introduction)	1
Marketing	1
English I	2[c]
Creative Writing	1[a]
Effective Speaking	4[b]
Psychology I	4[c]
Sociology I	5[b]
TOTAL	20*

a,b,c - Indicates the three students enrolled in two courses.
* Reflects dual enrollment of three residents.

[3]All courses offered by the Nassau Community College were open to those residents with the proper prerequisites. Refer to the Nassau Community College catalog for course listing.

The enrollment in the course, Effective Speaking, reflected some of the residents' concern with difficulties in verbal expression. The interviews had revealed these insecurities, and the residents were anxious to remedy the situation.

To avoid registration frustrations, the investigators arranged enrollments for the residents. This involved:

1. the completion of applications for college entrance. The investigators conducted this activity in a group session. Minor problems developed concerning the possession of social security numbers, location of general equivalency diplomas, identification of college study areas, and proof of bona fide residence in Nassau County.
2. the determination of days and hours when the residents could attend classes. If possible, conflicts with House responsibilities were to be avoided.
3. the availability of courses compatible with resident time. Where a conflict occurred, a substitute course was selected or the resident's House duty schedule was changed. If a closed class (because of the College's pre-registration system) was an obstruction, the investigators discussed the matter with the appropriate department chairman and, more often than not, satisfactory accommodations were made.
4. the reservation of course cards in the Registrar's office. It was essential to do this since open registration could undo the carefully laid plans concerning compatible work and class schedules.

5. completion of college invoices. This was done with the residents as a group to acquaint them with the standard Nassau Community College registration forms.
6. the presentation of completed applications and invoices, along with course cards, to the College Bursar. The investigators served as liaison between the OVR office and the Bursar. OVR authorization forms for tuition, books, and supplies were secured by the investigators and were processed collectively with the Bursar.
7. this involved verification by the Bursar, the delivery to the residents of their receipted invoices. Written instructions were attached to the invoices explaining details about the first class session.
8. a check of the records of five of the residents who had previously applied to the College, of whom two had actually attended.

The investigators maintained a schedule of classes in which the residents were enrolled. This master list was to be used for reference purposes.

After discussion with the Director of Treatment, the House Director, and the residents, it was decided to inform the instructors of the students' treatment status. This decision was based on the feeling that the students would be more comfortable knowing that the instructors were aware of their therapy and also that the instructors might want additional information concerning them.

Prior to the start of school, the investigators conducted an orientation session at Topic House with the 17 student residents. The seminar was designed to supply information, allay fears, and set a positive tone. The following matters were discussed:

1. Class schedules
2. Expectations
3. Behavior in class
4. How to study
5. Availability of investigators for help

The orientation format consisted of opening remarks by the investigators, questions from the residents with responses from both the investigators and the residents, and encouraging closing words by the investigators. How-to-study guides were distributed with ample comment about the techniques contained therein. Each resident was issued a college catalog for informational planning use.

Before classes started, several residents requested program changes. The reasons for these changes were of two types: (1) altered responsibilities at the House, and (2) a desire to take two courses rather than one. Before a schedule change was effected based upon the second reason, permission was received from the House Director and the OVR counselor.

The investigators sent a note to the residents congratulating them on their enrollment at the College. Instructions were also included pertaining to the start of classes.

Since it was possible that OVR authorization forms for books might be delayed, the investigators developed a temporary form for use at the College Bookstore. The store manager was very cooperative and agreed to accept the temporary forms pending receipt of the official OVR authorizations.

The students were then issued the forms, along with instructions as to their use.

Arrangements were made for the residents to have their pictures taken for identification card purposes. However, in this instance they were required to make their own appointments. The investigators explained the importance of the cards, with particular emphasis placed upon their use in the Library.

Several residents would be driving to the College; therefore, parking permits had to be secured. This was handled by the investigators through the completion of forms provided by the College Security Office. The residents filled out the forms under supervision of one of the investigators. Parking regulations were issued with appropriate explanations about authorized parking areas.

Several instructors inquired about the project and requested an orientation session with the investigators. The latter complied willingly and, because of time conflicts, met individually with the faculty members. The discussions covered the purpose of the program, the status of the residents in therapy, absence and grading policies, treatment of the residents as students, and liaison with the investigators. It was agreed that while the instructors would aid the residents when necessary, the latter would have to meet all requirements of their courses. The residents' involvement in drug therapy was not to afford them special consideration in the discharge of their responsibilities as students.

An interesting result of the orientation with the instructors was the close relationships several of them developed with the residents. They were invited to Topic House for lunch and/or dinner and returned the invitations. They held extra laboratory sessions, loaned books, and

discussed their students' progress with the investigators. They made special efforts to establish classroom climates where the residents could feel wanted in their groups. In some cases and with the agreement of the residents, the latters' backgrounds were used to develop a learning sequence.

Shortly before mid-semester, the instructors were asked to write comments about the residents' progress. The information was to be used by the investigators for evaluation sessions with the students.

During the semester, the investigators conferred frequently with the residents and the coordinators. A variety of problems was encountered, including the following:

1. Short-term hospitalization of a resident
2. Depression of a resident arising from drug therapy
3. Discomfort of a resident with a class assignment involving an oral presentation
4. Interference of outside job with school schedule
5. Insecurity of a resident regarding his capacity to overcome a nonintellectual background
6. Pregnancy
7. Anxieties created by the assumption of an excessive number of responsibilities
8. Impending marriage
9. Temporary reversion to drugs
10. Lack of interest in studies
11. Transportation from job

The investigators relied upon House personnel and the OVR counselor for aid in the resolution of many of the problems, which had to be treated at all times with recognition of the therapeutic demands. It was understood that while the educational program was considered a part of the House program, different needs often took priority. It was appreciated, however, that constant attention to problems would enhance the operation of the program.

The final grades received by the residents are reflected below in Table 4.

TABLE 4

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE 17 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE - FALL 1969 SEMESTER

Resident ID No.	Courses Taken		Grade*
	Title	Number	
1	Sociology I	1	B
2	Data Processing (Intro.)	1	B
14	Business Organization and Management	1	NP
27	Sociology I	1	F
34	Psychology I	1	C
37	Psychology I	1	B
43	Psychology I	1	D+
44	Sociology I	1	C
46	Creative Writing	2	A
	Business Law I		WP
48	English I	1	A
50	Effective Speaking	2	WF
	Sociology I		WP
56	Sociology I	1	WP
65	Effective Speaking	1	B
68	Marketing	1	WP
69	Effective Speaking	1	C
76	Psychology I	2	C+
	English I		C+
77	Effective Speaking	1	C
17		20	-

* Complete explanation of grading system - refer to Appendix A
ID # 1-75 = initial group at Topic House
76- = new residents at Topic House

A review of the final transcripts indicated that 13 residents had persisted as students; two of these received grades of "incomplete" that eventually became an F and B. Eleven of the persisting residents were from the initial group of 75; eight males and three females. Both male students from the new resident group completed at least one of the courses attempted.

Eleven of the persisting students attempted a single course load; ten earned passing marks. The one student who failed had a record of excessive absences.

Two persistors had been taking two courses each: one completed and passed both; the other completed and passed one, withdrawing from the second.

At the end of the semester, the instructors were asked to comment about the residents' performances. The reactions (Table 5) fell into four general categories; multiple comments concerning an individaul student were possible.

Categories I and II indicate that 14 of the 17 residents impressed their instructors with positive characteristics. An analysis of these 14 individuals' performances revealed that ten of them received passing grades. The two remaining students who achieved passing grades received only comments included in Categories III and IV.

Comments regarding all five nonpassing (failure or withdrawal) students are registered in Categories III and IV. Four of these five residents also received favorable comments as reflected by the count in Category I.

TABLE 5

INSTRUCTORS' COMMENTS ABOUT THE 17 TOPIC HOUSE RESIDENTS
ATTENDING NASSAU COMMUNITY COLLEGE
FALL 1969 SEMESTER

CATEGORY	COMMENTS	NUMBER OF RESIDENTS
I	Positive Attentive Participates Serious Well Motivated	9
II	Fine Student Intelligent Mature Potential	5
	No comments	
III	Negative Deficiencies in Reading and Understanding of Concepts Deficiencies in Verbal and Written Expression	7
IV	Did not complete work Excessive absences Inattentive-rarely took notes Lack of interest Rejected help	7

Behavior characteristics displayed by the resident while in the program were evaluated by the investigators based on observations made during the individual sessions held with each resident. The comments are grouped into three general categories in Table 6; multiple comments about each resident were possible.

TABLE 6

INVESTIGATORS' COMMENTS ABOUT THE 17 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE - FALL 1969 SEMESTER		
CATEGORY	COMMENTS	NUMBER OF RESIDENTS
I	Positive Motivated Sees Need for Education for Career Serious Willing to Work Hard	8
II	Articulate Intelligent Potential Shows Insight - Mature	7
III	Negative Does Not Act Upon Offers of Help Insecure - Fear of Failure Insufficiently Motivated Unreliable	9

Fifteen of the 17 residents were identified with positive characteristics; seven of these also revealed additional characteristics of insecurity and improper motivation (Category III). Two residents were identified as displaying only negative characteristics and are included in Category III.

Near the completion of the semester, the investigators and the OVR counselor again interviewed the 17 residents to determine their tentative plans after completion of the Fall 1969 semester. This procedure was undertaken to prepare the groundwork for further programming. Recommendations were made by and in conjunction with the Director of Treatment and the House Director; final decisions concerning future educational involvement were made.

One of the residents had withdrawn from the college without explanation. His status as a OVR client changed as a result of the withdrawal; he agreed to pay future college costs himself. Two residents who were recommended for reevaluation felt unsure of their direction but did not want to continue at the college.

The 1970 plans of this first group of 17 residents involved in the educational program are listed in Table 7. Ten of those who had completed the first semester plus two who had withdrawn reenrolled in the College for the Spring 1970 semester. Of particular interest was the number of enrollments in preparatory courses. The six residents who selected these courses recognized certain academic deficiencies in themselves as a result of their previous semester's experience and, in counseling sessions, decided upon the basic courses.

TABLE 7

THE JANUARY 1970 PLANS OF THE 17 TOPIC HOUSE RESIDENTS WHO ATTENDED NASSAU COMMUNITY COLLEGE DURING FALL 1969 SEMESTER

PLAN	NUMBER OF RESIDENTS
1. Continued enrollment at Nassau Community College for Spring 1970 semester:	
a. Under OVR auspices	11
b. At own expense	1
2. Reevaluation of educational program involvement	3
3. Elimination from Program:	
a. Marriage	1
b. No longer interested	1
TOTAL	17

The three residents who asked for reevaluation felt that an educational medium other than an academic institution might better serve their purposes. The DVR counselor made plans for further investigation of available facilities to meet these needs.

The investigators used the same procedure for dealing with those who continued at the College for the Spring 1970 semester as they had during the Fall 1969 semester. Modifications were made to account for the residents' status as second-semester students.

The individual scholastic performances at the completion of the Spring 1970 semester (Table 8) show that six students completed the semester; five earned passing grades in at least one course.

TABLE 8

INDIVIDUAL SCHOLASTIC PERFORMANCE OF 12 TOPIC HOUSE RESIDENTS (FROM THE FIRST GROUP OF 17 RESIDENTS) AT NASSAU COMMUNITY COLLEGE SPRING 1970 SEMESTER

RESIDENT ID NO.	COURSES TAKEN		
	TITLE	NUMBER	GRADE*
1	Preparatory Reading		WP
	Preparatory Math	2	U
2	Afro-American History		WP
	Math I (Concepts)	2	WP
27	Preparatory Reading	1	WP
37	Effective Speaking	1	NP
43	Preparatory Reading	1	WP
44	Intermediate Drawing	1	B+
46	Western Civilization I	1	C+
48	Psychology I		B
	Western Civilization I	2	B
50	Psychology II		B
	English I	2	B
56	Preparatory Reading	1	WP
69	Business Organization and Management	1	WP
76	Preparatory English		S
	Math II (Statistics)	3	WP
	Psychology II		B
12		18	-

* Complete explanation of grading system - refer to Appendix A

Four students enrolled for two courses each: one withdrew from both classes; another withdrew from one and earned a "U" in the second; the remaining two students passed both courses attempted. One student enrolled in three classes; passing two and withdrawing from one. Of the seven students who enrolled for a single course, only two completed and passed the courses.

Comments from instructors and the investigators were not gathered on this group during the Spring 1970 semester.

Five residents from this first group to be involved in an educational program did not reenroll in the College during the Spring 1970 semester. They were, however, interviewed by the investigators during that period. One girl was preparing for her impending marriage but indicated a desire to resume college studies in the fall. Another resident, who had completed (passing) the first semester and then had ruled out a college program, asked for reconsideration for fall enrollment. A third resident expressed interest in long-distance driver training and initiated appropriate discussions with the OVR counselor. The remaining two residents continued therapy without involvement in the educational program.

During the Spring 1970 semester, the investigators arranged preenrollments in the College for both Summer and Fall 1970 sessions. One student enrolled for the summer (refer to Table 9) and fall, ten other students preenrolled for the fall.

TABLE 9

INDIVIDUAL SCHOLASTIC PERFORMANCE OF ONE TOPIC HOUSE RESIDENT (FROM THE FIRST GROUP OF 17 RESIDENTS) AT NASSAU COMMUNITY COLLEGE SUMMER* 1970

RESIDENT ID NO.	COURSES TAKEN		GRADE**
	TITLE	NUMBER	
50	General Biology I		B
	General Biology II	4	C+
	Concepts of Mathematics		D+
	Effective Speaking		A
1		4	

* Summer - two sessions

** Complete explanation of grading system - refer to Appendix A

The subject areas in which the 11 residents preenrolled for the Fall 1970 semester vary greatly (Table 10). The 17 different courses indicate a wide range of interests. Particular attention should be paid to the emphasis on the courses, Effective Speaking, Preparatory English, and Preparatory Reading and Composition. They are indicative of the group's continuing concern with communication needs.

TABLE 10

COURSES IN WHICH 11 TOPIC HOUSE RESIDENTS (FROM THE FIRST GROUP OF 17 RESIDENTS) PREENROLLED AT NASSAU COMMUNITY COLLEGE FALL 1970 SEMESTER

RESIDENT ID NO.	TITLE	NUMBER
1	Effective Speaking Sociology I	2
27	Sociology I	1
34	Preparatory English Preparatory Reading	2
43	Elementary Painting	1
44	Intermediate Painting	1
46	Principles of Accounting I Western Civilization II	2
48	Composition II American History I Psychology II	3
50 *	Composition II Afro-American History Abnormal Psychology Music Appreciation Sociology I	5
65	Western Civilization I	1
69	Business Organization and Management	1
76	Principles of Science I	1
11		20

* Student attained matriculated status - attempting full-time program.

Of the first group (17) who started in the educational program by attending Nassau Community College in September 1969, eleven are preenrolled for the Fall 1970 semester. Nine members of this group have enrolled for all three regular semesters (summer not considered a regular semester).

The six remaining members of this first experimental group were traced. It was revealed that: one is working in the Topic House therapeutic program; two are working in therapeutic communities outside Nassau County; one is still in therapy at Topic House; one has completed the House program and is gainfully employed; and one "split"[4] in the Spring and is thought to have reverted to drug abuse.

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[4]"split" - people who were in Topic House at one time but left voluntarily before completion of therapeutic program--most often without any notification to House administrators.

TOPIC HOUSE RESIDENTS WHO ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE IN THE SPRING 1970 SEMESTER-THE SECOND EDUCATIONAL GROUP

During the fall and winter of 1969, the investigators and the OVR counselor reinterviewed Topic House residents who had been among the initial groug of 75, but who were not yet involved in the educational program. They also spoke with residents who had joined the House subsequent to the 75. Several of these had been interviewed in August, 1969. Out of those interviews came recommendations for spring 1970 part-time enrollments at Nassau Community College for a second group of 23 residents. Table 11 lists profile data for these residents, fourteen of whom were part of the group of 75.

TABLE 11

PROFILE DATA OF 23 TOPIC HOUSE RESIDENTS
ENROLLED AT NASSAU COMMUNITY COLLEGE
SPRING 1970 SEMESTER

Variable	Number of Residents
AGE:	
18-22	14 (4)*
23-27	7 (3)
Over 27	2 (2)
SEX:	
Male	18 (8)
Female	5 (1)
VETERAN STATUS:	
Veteran	2 (2)
Nonveteran	21 (7)
MARITAL STATUS:	
Single	21 (9)
Married	2 (0)
HIGH SCHOOL DIPLOMA:	
General Equivalency	8 (5)
Regular	15 (4)
OTIS I.Q.	
Mean 109	
Median 108	

* ( ) = new residents not part of initial 75.

The 23 residents were interviewed on two separate occasions (Table 12) regarding their expressed vocational goals. Two residents who expressed uncertainty at the first interview identified a goal at the second one. It is interesting to note that the second group of residents had a wider range of goals than the first group (see Table 2).

TABLE 12

VOCATIONAL GOALS OF THE 23 TOPIC HOUSE RESIDENTS
ENROLLED AT NASSAU COMMUNITY COLLEGE
FOR SPRING 1970 SEMESTER

Goals	Number of Residents	
	Initial Interview 3/69-8/69	OVR Interview 10/69-12/69
Art	2	1
Business	4	3
Cooking	1	1
Drug Addiction Treatment	4	7
Engineering	1	1
Journalism	1	1
Music	1	1
Theatre	1	1
Veterinary Medicine	0	1
Uncertain	8	6

This group of residents was given a treatment which the first group of 17 was not exposed to. In an effort to determine their reading, English and mathematics abilities, 20 of the 23 residents in this group were given the Princeton Cooperative English and Math tests by the Chairman of the Nassau Community College Reading Department. The missing three residents

were unavailable for testing due to schedule conflicts. Appendix B contains the mid-percentile rankings for the students in each category as measured against national norms.

As might be expected, the range in each category was extensive. The residents' abilities ranged from a great potential for college study to those who were seriously deficient. The group's rankings against the national norms were poor, the lone exception being in the arithmetic area.

The tests were used to advise the students about course selections. In those cases where serious deficiencies were shown, every effort was made to enroll the residents in preparatory or fundamental communications and mathematics courses.

The investigators followed the same registration procedures for this group as with the earlier one. Profiting from the development of functional relationships with pertinent personnel at the College, and also from procedural errors, mainly clerical, the investigators were able to effect enrollments with greater efficiency and ease. More effective liaison between the College and OVR was also a consequence of the procedural improvements.

The variety of subjects for which the 23 residents enrolled was consistent with their expressed vocational goals (refer to Table 12). Many of the courses, however, could be viewed as exploratory in nature.

Fifteen of the 23 residents persisted until the end of the semester; only one received a failing grade. Ten of the persistors attempted a single course and were successful. Four students attempted a two course load; only one passed both courses; another passed one and has an incomplete in the second; the third withdrew from one and passed the second; the remaining student failed one and withdrew from the second. The resident who enrolled in three courses was successful in all of them.

TABLE 13

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE 23 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE (SECOND EDUCATIONAL GROUP) SPRING 1970 SEMESTER			
	COURSES TAKEN		
RESIDENT ID NO.	TITLE	NUMBER	GRADE*
3	Philosophy I	1	NP
5	Preparatory Reading	2	NP
	Introduction to Music Literature		WP
7	English I	2	F
	Art Appreciation		NP
10	Introduction to Data Processing		B+
	Introduction to Data Processing Programming	2	NP
11	Marketing	1	WP
26	Introduction to Data Processing	1	C
31	English I	1	WP
32	Effective Speaking	1	B
51	Marketing	1	C+
58	Preparatory Reading	1	S
60	Preparatory Reading	1	NP
61	Psychology I	2	WP
	Developmental Reading		WP
63	Preparatory Reading	2	NP
	Preparatory Mathematics		NP
71	Marketing	1	B
78	Psychology I	1	C+
79	Effective Speaking	1	B
80	Effective Speaking	1	C+
81	Art Appreciation	1	S
82 **	Principles of Science II		B
	Elements of Music II	3	C+
	Chorus		B+
83	Introduction to Theatre	2	A
	Acting I		A
84	Marketing	1	B
85	Effective Speaking	1	NP
86	English I	2	Inc
	Introduction to Theatre		A
23		32	

* Complete explanation of grading system - refer to Appendix A
** Resident completed requirements - graduated

It is interesting to note that eight out of the nine residents who were new to the Topic House community completed the semester whereas only seven out of the fourteen residents from the initial group of 75 completed it.

As with the first educational group, the instructors were asked to comment about student performances (Table 14). Positive characteristics were displayed by 18 of the 23 students and are listed in Categories I and II. An analysis of these 18 residents' scholastic performances revealed that 14 of them earned passing grades. Ten of these 18 were from the initial group of 75; six had passing marks.

TABLE 14

INSTRUCTORS' COMMENTS ABOUT THE 23 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE - SPRING 1970 SEMESTER

CATEGORY	COMMENTS	NUMBER OF RESIDENTS
I	Positive Attentive Participates Serious Well Motivated	12
II	Fine Student Intelligent Mature Potential	6
III	Negative Deficiencies in Reading and Understanding of Concepts Deficiencies in Verbal and Written Expression	10
IV	Did not complete work Excessive absences Inattentive--rarely took notes Lack of interest Rejected help	9

The investigators, as they had with the first group, evaluated the personal behavior characteristics of the 23 residents (Table 15). Sixteen of the residents were considered to have displayed positive characteristics; five of whom also revealed additional characteristics of insecurity and improper motivation (Category III). Fourteen of the 16 earned passing grades. Seven residents reflected only negative characteristics.

TABLE 15

INVESTIGATORS' COMMENTS ABOUT THE 23 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE SPRING 1970 SEMESTER

CATEGORY	COMMENTS	NUMBER OF RESIDENTS
I	Positive Motivated Sees Need for Education for Career Serious Willing to Work Hard	10
II	Articulate Intelligent Potential Shows insight - mature	6
III	Negative Does not act upon offers for help Insecure - fear of failure Insufficiently motivated Unreliable	12

The instructors' and the investigators' comments were in agreement in a great number of cases. Favorable comments were given by both to eight individuals from the new resident group and to six individuals from the initial 75.

During the Spring 1970 semester arrangements were made for preenrollments in the College for both the Summer 1970 and Fall 1970 sessions. Six of the 23 residents enrolled for the summer.

TABLE 16

INDIVIDUAL SCHOLASTIC PERFORMANCES OF THE SIX TOPIC HOUSE RESIDENTS (FROM SECOND EDUCATION GROUP OF 23) ATTENDING NASSAU COMMUNITY COLLEGE - SUMMER 1970 SESSION**

RESIDENT ID NO.	COURSES TAKEN		GRADE *
	TITLE	NUMBER	
3	Philosophy I	1	WP
31	Music Appreciation	1	C+
79	Composition I	1	F
81	Basic Painting		A
	Fundamentals of Drawing	4	A
	Three-dimensional Design		B
	Ceramics		B+
83	Psychology I	1	B+
84	Composition I		WP
	Effective Speaking	2	WP
6		10	

* Complete explanation of grading system - refer to Appendix A
** Two sessions

It is interesting to note that the student who completed the first summer session and earned a failing grade split from the House. One student who withdrew (passing) had withdrawn from the same course during the Spring semester. Three of the six students earned passing grades.

Fourteen residents preregistered in the Spring for the Fall 1970 semester (one of whom split during the summer). The courses in which these students enrolled remained (Table 17) consistent with their interest in specific vocational areas as well as in exploratory and liberal arts programs.

TABLE 17

COURSES PREREGISTERED IN BY THE 14 TOPIC HOUSE RESIDENTS (FROM SECOND EDUCATION GROUP OF 23) AT NASSAU COMMUNITY COLLEGE FALL 1970 SEMESTER	
COURSE TITLE	
Print Making	Effective Speaking
Intermediate Painting	
Fashion and Costume Design	Western Civilization I
Composition I	Music Appreciation
Creative Writing	Piano
Introduction to Data Processing	Psychology I
Introduction to Computers	Psychology II
Computer Programming I	
Business Organization and Management	Developmental Reading
Salesmanship	
Advertising and Sales Promotion	Acting I
Principles of Retailing	Acting II
	Experimental Theatre I

As of August 1970, 14 of the 23 residents expressed their intention of continuing education at Nassau. The nine remaining residents are engaged in the following: two are working as aides in drug treatment centers outside Nassau County; one holds a full-time job and is no longer at the House; one split from the House during the summer; one is pregnant; one graduated from the College and is employed by the Nassau County Drug Abuse and Addiction Commission; two are still in therapy; and one reverted to drugs and is untraceable.

There is still fall registration available for those in therapy but who have not expressed a further interest in education at this time. There is also the possibility of other vocational training programs becoming available in the future that may interest or meet the needs of these particular residents. Contact with them will be maintained.

TOPIC HOUSE RESIDENTS WHO ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE IN THE SUMMER 1970 SESSION-THE THIRD EDUCATIONAL GROUP

During the Spring 1970 semester, the investigators and the OVR counselor interviewed Topic House residents who had not been interviewed previously, or had been interviewed but had not been involved in the educational program. Table 18 lists profile data for the 13 residents who enrolled for the Summer 1970 Session at Nassau Community College.

TABLE 18

PROFILE DATA OF THE 13 TOPIC HOUSE RESIDENTS ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE-SUMMER 1970 SESSION

Variable	Number of Residents
AGE:	
18-22	1 (5)*
23-27	(5)
Over 27	(2)
SEX:	
Male	1 (11)
Female	(1)
VETERAN STATUS:	
Veteran	(2)
Nonveteran	1 (10)
MARITAL STATUS:	
Single	1 (10)
Married	(2)
HIGH SCHOOL DIPLOMA:	
General Equivalency	(5)
Regular	1 (7)
OTIS I.Q.	
Mean 103	
Median 104.5	

* ( ) = new residents not part of initial 75.

The vocational goals of the 13 residents as expressed to the OVR counselor and the investigators in April 1970 are listed in Table 19. Only one resident in this particular group was a member of the initial group of 75. Therefore, there was no time lag between the investigators' interview and that of the OVR counselor as reported for the two previous educational groups.

TABLE 19

VOCATIONAL GOALS OF THE 13 TOPIC HOUSE RESIDENTS
ENROLLED AT NASSAU COMMUNITY COLLEGE
FOR SUMMER 1970 SESSION

Goals	Number of Residents
Art	1
Business	4
Drug Addiction Treatment	5
Music	1
Sociology	1
Zoology	1

The range of interests of these 13 was comparable to those of the group that entered in the Spring 1970 semester, (refer to Table 12) but were wider than those of the earliest group (refer to Table 2).

The first educational group (September 1969) contained the largest number of residents with goals in the drug addiction treatment area. As later groups entered the educational program, their range of interest seemed to expand with a decrease in this particular goal.

The courses for which the 13 summer students enrolled are listed together with their grades in Table 20.

TABLE 20

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE 13 TOPIC HOUSE RESIDENTS ATTENDING NASSAU COMMUNITY COLLEGE - SUMMER 1970 SESSION

Resident ID No.	Courses Taken		Grade*
	Title	Number	
16	Music Appreication	2	C
	Western Civilization I		C+
87	Art Appreciation	2	NP
	Composition I		NP
88	Psychology I	1	WP
89	Principles of Science I	1	D
90	Child Development	2	C
	Biology I		B
92	Effective Speaking	2	B
	Developmental Reading		WP
93	Psychology I	1	WP
94	Basic Painting	1	B
95	Psychology I	1	A
96	Psychology I	1	WP
97	Principles of Accounting I	1	WP
98	Effective Speaking	1	A
109	Introduction to Data Processing	1	D
13		17	-

* Complete explanation of grading system - refer to Appendix A
ID # 1-75 = initial group at Topic House
76- = new residents at Topic House

Only one of these summer students was from the initial group of 75. He completed and passed both courses attempted. Seven of the twelve new Topic House residents completed and passed at least one of their summer courses. Two of these had attempted a two course load; one passed both, the other withdrew from one and passed the other.

Comments from the instructors and the investigators were not gathered during this session due to the compact summer schedule.

Six of these 13 residents preenrolled for the Fall 1970 semester.

TABLE 21

COURSES PREREGISTERED IN BY THE SIX TOPIC HOUSE RESIDENTS
(FROM THIRD EDUCATION GROUP OF 13)
AT NASSAU COMMUNITY COLLEGE - FALL 1970 SEMESTER

Course Title
Advertising and Sales Promotion
Composition I
Preparatory English
Concepts of Mathematics
Developmental Reading
Effective Speaking
Introduction to Data Processing
Psychology I
Sociology I
Western Civilization I

It should be pointed out that registration for the Fall 1970 semester is still possible for this group, and there is every likelihood that additional courses will be added. The investigators and the OVR counselor expect to work with a newly designated County Drug Commission counselor in expediting further enrollments.

TOPIC HOUSE RESIDENTS WHO ENROLLED FOR THE FIRST TIME AT
NASSAU COMMUNITY COLLEGE IN THE FALL 1970 SEMESTER
THE FOURTH EDUCATIONAL GROUP

Preregistration was held during the Spring for students planning to start college work in the Fall 1970 semester. All Topic House residents were once again screened. Ten residents who had not previously gone to school preenrolled for the Fall. Three of this fourth educational group were from the initial group of 75.

TABLE 22

PROFILE DATA*OF THE TEN TOPIC HOUSE RESIDENTS ENROLLED FOR THE FIRST TIME AT NASSAU COMMUNITY COLLEGE - FALL 1970 SEMESTER

VARIABLE	NUMBER OF RESIDENTS
AGE:	
18-22	8
23-27	1
Over 27	1
SEX:	
Male	6
Female	4
VETERAN STATUS:	
Veteran	1
Nonveteran	9
MARITAL STATUS:	
Single	9
Married	1
HIGH SCHOOL DIPLOMA:	
General Equivalency	3
Regular	7

* IQ's unavailable.

The vocational goals of these ten are not too different than those of the previous group (Table 23). It should be remembered that this group has only expressed the intention of pursuing a college education. This demonstration, by enrollment, is taking place several months prior to the actual event. Change of plans and desires usually occurs with any group of students, but is to be anticipated especially with this unique group of potential students.

TABLE 23

VOCATIONAL GOALS OF THE TEN TOPIC HOUSE RESIDENTS ENROLLED AT NASSAU COMMUNITY COLLEGE FOR FALL 1970 SEMESTER	
GOALS	NUMBER OF RESIDENTS
Art	1
Business	1
Drug Addiction Treatment	1
Social Work	2
Sociology	1
Theatre	1
Uncertain	3

A listing of the courses in which interest was demonstrated are given in Table 24.

TABLE 24

COURSES PREREGISTERED IN BY THE TEN TOPIC HOUSE RESIDENTS (FROM FOURTH EDUCATION GROUP) AT NASSAU COMMUNITY COLLEGE FALL 1970 SEMESTER
COURSE TITLE
Preparatory English
Effective Speaking
Developmental Reading
Psychology I
Sociology I
Principles of Accounting I
Composition I
Salesmanship
Introduction to Theatre

Since the data reported is concerned with preregistration, the ten residents should not be considered as the sum total of the fourth educational group. Fall registration may produce an increase, decrease in number and possible alteration of the group's profile.

COMPARATIVE PROFILE DATA OF THE THREE GROUPS OF TOPIC HOUSE RESIDENTS WHO ENTERED NASSAU COMMUNITY COLLEGE AT DIFFERENT TIMES[1]

The data in Table 25 shows how the resident student groups compared with each other. Group I had a larger percent of people in the 23-27 year old category than either of the other groups. This group also had the highest percent of veterans and married students, possibly due to the older age factor.

A total of 63 residents from Topic House have participated in the educational program by enrolling at Nassau Community College (Table 26). Eleven of the first group of 17, 14 of the second group of 23, six of the third group of 13, and ten residents new to the educational program have enrolled for the Fall 1970 semester. Thirty-three residents from the initial group of 75, plus one who no longer lives at the House, were participants. Twenty-three of these students have preenrolled for the Fall term.

Thirty-four individuals from the 53 who have actually attended class have been successful (earned at least one passing grade) in their educational endeavor.

It is too early in the program to measure other benefits that the residents, scholastically successful or unsuccessful, have gained from their involvement in the educational program.

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[1]Fall 1969, Spring 1970, Summer 1970

TABLE 25

COMPARATIVE PROFILE DATA OF THE THREE GROUPS OF TOPIC HOUSE RESIDENTS WHO ENTERED NASSAU COMMUNITY COLLEGE AT DIFFERENT TIMES *				
VARIABLE	GROUP I ENTERED FALL 1969 (17 RESIDENTS)	GROUP II ENTERED SPRING 1970 (23 RESIDENTS)	GROUP III ENTERED SUMMER 1970 (13 RESIDENTS)	COMPOSITE (53 RESIDENTS)
AGE: (Yrs)				
18-22	7 (41)	14 (61)	6 (46)	27 (0)
23-27	10 (59)	7 (30)	5 (38)	22 (42)
27+	0	2 (9)	2 (16)	4 (8)
SEX:				
Male	14 (82)	18 (78)	12 (92)	43 (83)
Female	3 (18)	5 (22)	1 (8)	9 (17)
VETERAN STATUS:				
Yes	5 (30)	2 (9)	2 (15)	9 (17)
No	12 (70)	21 (91)	11 (85)	44 (83)
MARITAL STATUS:				
Single	7 (59)	21 (91)	11 (85)	39 (74)
Married	10 (41)	2 (9)	2 (15)	14 (26)
HIGH SCHOOL DIPLOMA:				
Gen. Equiv.	5 (30)	8 (35)	5 (38)	18 (34)
Regular	12 (70)	15 (65)	8 (62)	35 (66)
OTIS IQ **				
Mean	106.6	109	103	106.2
Median	109	108	104.5	107.1

* Fall 1969, Spring 1970, Summer 1970
( ) Percent of particular group
** Actual scores

TABLE 26

COMPARATIVE ENROLLMENT, COMPLETION, AND ACHIEVEMENT DATA OF THE GROUPS OF TOPIC HOUSE RESIDENTS WHO ENTERED NASSAU COMMUNITY COLLEGE AT DIFFERENT TIMES**

TIME OF ENTRANCE	FALL 1969 # Residents			SPRING 1970 # Residents			SUMMER 1970 # Residents			FALL 1970 # Residents		
	ENROLLED	COMPLETED	PASSED *	ENROLLED	COMPLETED	PASSED *	ENROLLED	COMPLETED	PASSED *	ENROLLED	COMPLETED	PASSED *
GROUP I Entered Fall 1969	17 (15)	13 (11)	12 (10)									
				12 (11)	6 (5)	5 (4)						
							1 (1)	1 (1)	1 (1)			
										11 (10)	-	-
GROUP II Entered Spring 1970				23 (14)	15 (7)	14 (6)						
							6 (2)	4 (1)	3 (1)			
										14 (9)	-	-
GROUP III Entered Summer 1970							13 (1)	8 (1)	8 (1)			
										6 (0)	-	-
GROUP IV Enrolled for Fall 1970										10 (3)	-	-
Total Semester Enrollment	17 (15)			35 (25)			20 (4)			41 (22)		

* Passed - earned passing grade in at least one course

( ) Number from initial group of 75 residents

** Fall 1969, Spring 1970, Summer 1970

OPERATION OUTREACH: OUT-PATIENT GROUP

During the latter part of 1969, the investigators interviewed ex-addicts who were under treatment at the Drug Commission's out-patient group center. Topic House coordinators working with out-patients were oriented by the investigators concerning the program. It was felt that the coordinators could eliminate from consideration those who were neither serious about nor prepared for educational involvement. Care was taken, however, by the Director of Treatment to assure equitable and proper counseling of out-patients. They were to be apprised of the opportunities for training, but they were to be accepted for interviews on a voluntary basis only.

TABLE 27

PROFILE DATA OF SIX EX-DRUG ADDICTS IN NASSAU COUNTY'S OUT-PATIENT CENTERS INTERVIEWED FOR EDUCATIONAL PROGRAMS, FALL 1969

VARIABLE	NUMBER OF RESIDENTS
AGE:	
18-22	5
23-27	1
SEX:	
Male	5
Female	1
VETERAN STATUS:	
Veteran	2
Nonveteran	4
MARITAL STATUS:	
Single	5
Married	1
HIGH SCHOOL DIPLOMA:	
Regular	5
General Equivalency	0
None	1

The number of out-patients to be involved in the educational program was limited by agreement between the investigators and OVR. Interview appointments were made with 18 patients, of whom only eight appeared. Six of these eight enrolled in the educational program. Table 27 lists profile data for the group, but IQ scores were not available for listing. The out-patient profile was very much like the groups described previously, and it should be noted that almost all were in the 18-22 age category.

TABLE 28

JOBS HELD BY SIX EX-DRUG ADDICTS TREATED AT NASSAU COUNTY'S OUT-PATIENT GROUPS CENTER--NOVEMBER 1969 & PRIOR

TYPE OF JOB	NUMBER OF OUT-PATIENTS
JOBS HELD AT NOVEMBER 1969:	
Salesperson	4
Stock Clerk	1
Tire Mounter	1
JOBS* HELD PRIOR TO NOVEMBER 1969:	
Floor Waxer	1
Forklift Driver	1
Laborer	2
Mailman	1
Salesperson	1
Warehouseman	1
None	1

* Multiple response possible

Table 28 shows the jobs held by the group at two dates: November 1969, at the time of the interview, and prior to November 1969. Though the prior-to-November 1969 positions covered a variety of areas, the November 1969 jobs were concentrated in the selling field. It should be pointed out that despite a history of drug addiction, all six out-patients were employed at the time of interview.

The vocational and professional goals of the six people are listed in Table 29 . The range of goals was considerable, although the largest number (3) who indicated a preference in retailing reflected this goal in the jobs they held when interviewed.

TABLE 29

VOCATIONAL AND PROFESSIONAL GOALS OF SIX EX-ADDICTS IN NASSAU COUNTY'S OUT-PATIENT GROUPS CENTER--FALL 1969

GOAL	NUMBER OF OUT-PATIENTS
Electrician	1
Interior Decorator	1
Psychologist	1
Retailer	3
TOTAL	6

Five of the out-patients decided to enroll at Nassau Community College for the Spring 1970 semester. Of the five, two had previously accumulated credits at Nassau Community and/or other colleges. Neither of them, however, had been enrolled for the past year. Table 30 shows the courses for which the five out-patients registered and the grades they earned. Two of the

TABLE 30

INDIVIDUAL SCHOLASTIC PERFORMANCES OF THE FIVE TOPIC HOUSE RESIDENTS (FROM THE OUT-PATIENT GROUP) ENROLLED AT NASSAU COMMUNITY COLLEGE--SPRING 1970 SEMESTER

RESIDENT ID NO.*	COURSES TAKEN		GRADE**
	TITLE	NO.	
500	Effective Speaking	1	WP
501	Marketing I	1	NP
502	Algebra & Trigonometry	1	B+
503	Intermediate Spanish II	2	INC
	Psychology I		B
504	Sociology I	2	NP
	Marketing I		NP

* 500 - = out-patient group
** Complete explanation of grading system - refer to Appendix A

out-patients completed the semester and were successful in at least one course. One of these five has preregistered for the Fall 1970 semester.

The sixth out-patient from this first experimental group enrolled at The Rehabilitation Institute (TRI) for clerical evaluation and training.

Letters have been sent to these students as well as other qualified out-patients, reminding them of the fall registration dates. As of this writing, replies have not as yet reached this office.

EDUCATION AT INSTITUTIONS OTHER THAN NASSAU COMMUNITY COLLEGE

Of the 77 residents who were involved in some phase of the educational program, eight attended institutions other than Nassau Community College. Profile data for the group are listed in Table 31. Its composition was much like the groups discussed previously, except that a greater percent was married (37), and it held a greater proportion of regular high school diplomas.

TABLE 31

PROFILE DATA* OF EIGHT EX-ADDICTS IN THE EDUCATIONAL PROGRAM ENROLLED AT INSTITUTIONS OTHER THAN NASSAU COMMUNITY COLLEGE JANUARY-JUNE 1970

	NUMBER OF RESIDENTS
AGE:	
18-22	5
23-27	2
Over 27	1
SEX:	
Male	6
Female	2
VETERAN STATUS:	
Veteran	1
Nonveteran	7
MARITAL STATUS:	
Single	5
Married	3
HIGH SCHOOL DIPLOMA:	
General Equivalency	0
Regular	7
None	1

* IQ's unavailable

Table 32 contains data relating to the vocational goals of the eight people. There was a greater variety of expressed vocational goals in this group than in any of the groups that attended Nassau Community College.

TABLE 32

VOCATIONAL GOALS OF EIGHT EX-ADDICTS IN THE EDUCATIONAL PROGRAM ENROLLED AT INSTITUTIONS OTHER THAN NASSAU COMMUNITY COLLEGE NOVEMBER 1969

GOALS	NUMBER OF RESIDENTS
Advertising	1
Business	1
Clerical	1
Dental Technician	1
Dramatics	1
Electronics	1
Social Worker	1
Uncertain	1

Table 33 lists the institutions and courses in which the eight people enrolled. The course selections correlated closely with their expressed vocational objectives. The table also shows the results of their efforts.

Only one of the four who attended college passed his courses. The others withdrew from classes for a variety of reasons ranging from job conflicts to marriage. One of the people who undertook an evaluation program at the rehabilitation institution completed it and was gainfully employed in a related job. The person who enrolled at the private business school completed the program and was working at a related job. The dramatics student intended to continue his studies.

TABLE 33

INDIVIDUAL SCHOLASTIC PERFORMANCE OF THE EIGHT EX-ADDICTS IN THE EDUCATIONAL PROGRAM ENROLLED AT INSTITUTIONS OTHER THAN NASSAU COMMUNITY COLLEGE
JANUARY-JUNE 1970

RESIDENT ID NO.*	INSTITUTION	COURSE/ACTIVITY	RESULT
107	4-Year College	Business Organization	Withdrew from class because of conflict with job. Intends to enroll in September 1970.
108	4-Year College	Composition I	Withdrew from class because of conflict with job. Future plans uncertain.
47	4-Year College	Child Psychology English Literature Philosophy I Sociology I	Dropped one course. Passed 2 others and received grade of incomplete in fourth course. Registered for Fall 1970 semester, full-time. Working summer 1970 full-time.
106	2-Year College	Advertising Layout Lettering	Withdrew from class because of marriage.
30	Rehabilitation	Industrial work	Completed evaluation. Working full-time at job related to training.
505	Rehabilitation	Clerical Evaluation	Did not complete evaluation. Working part-time at Topic House.
105	Private Business School	Clerical, with Bookkeeping	Completed program. Working full-time at job related to training.
38	Dramatics School	Acting	Completed semester. Working full-time at job unrelated to training.

* 1-75 = initial group of 75
76-499= new residents
500- = out-patient group

PLANNING STUDY GROUP OF INITIAL 75 RESIDENTS

This chapter deals with the initial group of 75 residents involved in the Phase I planning study. Attention is directed in this section to school involvement, split rates, recidivism and reentry to the community. Table 34 indicates what happened to the residents as of August 1970. The categories consist of educational involvement, completion of "concept," and splitting. Each category was treated separately.

Thirty-seven residents were involved in some phase of the educational program which began in September 1969. One student no longer resided at the House, but continued his association with the investigators, OVR, and the school. Twenty-eight other residents split or left Topic House before completing their therapy. Approximately 20 of these splits occurred between the time the investigators first interviewed the residents (early 1969) and the initiation of the educational program. The remaining nine persons completed the "concept" and reentered the community.

TABLE 34

AUGUST 1970 STATUS OF THE INITIAL GROUP OF 75 TOPIC HOUSE RESIDENTS		
CATEGORY	NUMBER	PERCENT OF TOTAL GROUP
A. Involved in some phase of the educational program	37*	49.3
B. Split	30*	37.4
C. Completed the "concept" - left the House - no educational involvement	9	12.0
** Deceased	1	1.3
TOTAL	75	100%

* Duplication due to 3 splittees being involved in the educational program.
** Killed in auto accident.

EDUCATIONAL INVOLVEMENT *

The educational institutions attended by the residents are listed in Table 35. Thirty-four attended Nassau Community College. The remaining three attended one of the following: a four-year college on Long Island; a New York school for dramatics; or a vocational rehabilitation institute. Six of the 34 students who attended Nassau Community College had earned their high school equivalency diploma at Topic House. The opportunity to continue their education beyond the high school diploma could have served as motivators to this group.

TABLE 35

EDUCATIONAL INSTITUTIONS ATTENDED BY THE GROUP OF 75 TOPIC HOUSE RESIDENTS

INSTITUTION	NUMBER		PERCENT
Nassau Community College		34	91
Fall Semester 1969	15		
Spring Semester 1970	14		
Summer Session 1970	1		
Fall Semester 1970	3		
Commuter Resident	1		
4-Year College on Long Island		1	3
A School for Dramatics		1	3
A Vocational Rehabilitation Institute on Long Island		1	3
TOTAL		37	100

* Involvement = enrollment in a program.

TABLE 36

CONTINUATION* SCHOOL PATTERNS OF 34 STUDENTS ENROLLED AT NASSAU COMMUNITY COLLEGE FROM INITIAL GROUP OF 75 TOPIC HOUSE RESIDENTS AS OF AUGUST 1970

CATEGORY	NUMBER ENROLLED	COMPLETED SEMESTER		
		Fall 1969	Spring 1970	Summer 1970
A. Enrolled Fall 1969, Spring 1970, Summer 1970, Fall 1970	1	0	1	1
B. Enrolled Fall 1969, Spring 1970, Summer 1970	0	-	-	-
C. Enrolled Fall 1969, Spring 1970, Fall 1970	7	7	4	-
D. Enrolled Fall 1969, Spring 1970	3	2	0	-
E. Enrolled Fall 1969, Fall 1970	2	2	-	-
F. Enrolled Fall 1969	(15) 2	0	-	-
G. Enrolled Spring 1970, Summer 1970, Fall 1970	3	-	1	1
H. Enrolled Spring 1970, Summer 1970	0	-	-	-
I. Enrolled Spring 1970, Fall 1970	6	-	5	-
J. Enrolled Spring 1970	(14) 5	-	1	-
K. Enrolled Summer 1970, Fall 1970	0	-	-	-
L. Enrolled Summer 1970	(1) 1	-	-	1
M. Enrolled Fall 1970	(3) 3	-	-	-
N. Special student - no longer living at House	(1) 1	1	1	1
TOTAL	(34)			

* Continued to enroll at Nassau Community College
( ) = Number of residents in each of the four educational groups

The continuation patterns of those residents who enrolled at Nassau Community College are listed in Table 36 (unduplicated count). Twenty out of a possible 31 residents have chosen to reenroll at Nassau Community College for the Fall 1970 semester; ten from the first educational group and nine from the second group.

The data in Table 37 indicates the reasons given by 11 of the 37 (34 at Nassau, 3 at other schools) students who are not continuing their education at this time. Two of those who are working are employed by therapeutic drug communities in other than Nassau County.

TABLE 37

REASONS FOR NOT CONTINUING SCHOOL AS OF AUGUST 1970 (INITIAL GROUP OF 75)	
REASON	NUMBER OF RESIDENTS
Working full-time Job too demanding	8
Expecting a child	1
Split	2
TOTAL	11

When Phase I (the planning study) began, seven of those residents subsequently involved in the educational program were on the staff of the Nassau County Drug Abuse and Addiction Commission. This group included the coordinators, the coordinator-trainees, and the director. As of the Summer 1970, seven more residents had progressed to coordinator or coordinator-trainee status.

SPLIT POPULATION

A total of 38 residents from the initial group of 75 were never involved in the educational program. Twenty-seven of these people split; the majority of splits occurring prior to the September 1969 commencement of the educational program.

Six members of this split group returned to Topic House before June 1970. One of the split returnees, who had split prior to September 1969, had enrolled at Nassau Community College for the summer session and the Fall 1970 semester.

TABLE 38

STATUS OF "SPLIT POPULATION" (OF INITIAL GROUP OF 75 TOPIC HOUSE RESIDENTS)

STATUS	NUMBER OF RESIDENTS
A. Reentered the therapeutic community	5
B. Back on drugs*	8
C. Jail	3
D. Married-working	1
E. Working	1
F. Unknown	9
G. Involved educational program - split after September 1969	2
H. Involved educational program - split prior September 1969	1
TOTAL	30

* Information gathered from Topic House personnel

As the data indicates, eight residents were reported to have reverted to drugs; another nine persons could not be located, although attempts were made to contact them by mail and phone. Crimes related to drug abuse were reported as the offenses for which three ex-residents were jailed.

Only three of the split population were involved in the educational program at Nassau Community College. One was the split-returnee mentioned previously; another had completed (and passed) the Fall 1969 semester and started the Spring 1970 semester before leaving therapy; the third had attended the Spring semester for one month.

Comparative high school data (Table 39) of the split population and the initial group of 75 Topic House residents indicated that a larger percent of those in the split group had not earned a high school diploma. Almost half of the split population had no diploma and was, therefore, ineligible for enrollment at Nassau Community College.

TABLE 39

COMPARATIVE HIGH SCHOOL DIPLOMA ACHIEVEMENT OF SPLIT POPULATION AND INITIAL GROUP OF 75 TOPIC HOUSE RESIDENTS

GROUPS	TYPE OF DIPLOMA			
	NONE	HIGH SCHOOL EQUIVALENCY	REGULAR	COMPLETED AT LEAST ONE COLLEGE SEMESTER
Split Group - 30	13 (43)	7 (23)	10 (33)	1 (4)
Initial Group - 75	24 (32)	14 (19)	37 (49)	9 (12)

( ) = percent of particular group

Little difference between the groups is indicated for possession of the high school equivalency diploma. However, it should be noted that two of the seven splittees had studied for and received their high school equivalency diplomas while at Topic House.

COMPLETED "CONCEPT"

Before Phase I began, nine people referred to in Table 40 were close to completing their therapy. By the time this pilot program started (September 1969), these persons had reentered the community.

TABLE 40

JUNE 1970 STATUS OF EX-TOPIC HOUSE RESIDENTS WHO COMPLETED "CONCEPT"
(OF INITIAL GROUP OF 75 RESIDENTS)
NOT INVOLVED IN EDUCATIONAL PROGRAM

	NUMBER OF RESIDENTS
Working	7
Reverted to drugs (Back at Topic House)	1
Unknown	1
TOTAL	9

Seven of the group were employed: one in drug addiction treatment; one as an assistant photographer; and five as unskilled laborers. It should be noted that only one of those who completed "concept" had earned a regular high school diploma and his status is unknown. Eight of those who completed "concept" were high school dropouts prior to their arrival at Topic House. However, two had earned their high school equivalency diplomas during their stay at Topic House.

An attempt was made during the Summer of 1970 to learn the status of all 75 individuals of the initial group (Table 41). Approximately half of the entire group engaged in programs ranging from vocational training to collegiate course work.

TABLE 41

SUMMER 1970 STATUS OF THE INITIAL GROUP OF 75 TOPIC HOUSE RESIDENTS THOSE INVOLVED IN THE EDUCATIONAL PROGRAM COMPARED WITH THOSE NOT INVOLVED IN THE EDUCATIONAL PROGRAM

STATUS	NUMBER OF RESIDENTS EDUCATIONAL PROGRAM	
	Involved	Not Involved
Total Number of Residents	37	38
Working full time	7	9
Working and attending school	25	-
School full time	2	-
Split	(3)	(27)
Reentered therapy	1	5
Back on drugs	2	8
Jail	-	3
Married-working	-	1
Working	-	1
Unknown	-	9
Married	-	1
Deceased	-	1
Residents in therapy only	-	-
TOPIC HOUSE PROGRAM		
Completed Concept*	17	9
Completed Concept prior to September 1969	9	1
In therapy	9	6

* Completed Concept - defined in this study as a period reached in therapy when an individual is allowed to hold a job off Topic House grounds.

NEW GROUP OF RESIDENTS TO TOPIC HOUSE SINCE PHASE I

The investigators have attempted in the previous section to describe in depth the status of those involved in the initial contact group of 75 residents. This section will focus on those ex-addicts who have entered the residential therapeutic community since the Spring of 1969.

A total of 81 new people entered the community; 34 were involved in the educational program (Table 42).

TABLE 42

NEW RESIDENTS INVOLVED IN EDUCATION PROGRAM		
TIME OF INVOLVEMENT	INSTITUTION	NO. OF RESIDENTS
September 1969 Semester	Nassau Community College	2
Spring 1970 Semester	Nassau Community College	9
January-June 1970	Other institutions	4
Summer 1970 Semester	Nassau Community College	12
Fall 1970 Semester	Nassau Community College	7
	TOTAL	34

A complete description of the initial group of 75 residents was given in the Phase I publication mentioned earlier. This new group of residents was at (or entered) Topic House when the educational program was initiated in September 1969.

As with the initial group of 75, data has been collected concerning all 81 individuals in this group. It is presented below so that the reader may compare the group involved in the educational program with those not involved.

TABLE 43

PROFILE DATA OF THE 81 NEW TOPIC HOUSE RESIDENT GROUP: COMPOSITE AND EDUCATIONAL INVOLVEMENT

VARIABLE	NUMBER OF RESIDENTS		
	COMPOSITE PROFILE	EDUCATIONAL PROGRAM	
		Involved	Not Involved
Total Number of Residents	81	34	47
AGE:			
Under 18	4	0	4
18-22	37	19	18
23-27	27	10	17
Over 27	13	5	8
SEX:			
Male	72	32	40
Female	9	2	7
VETERAN STATUS:			
Veteran	4	4	0
Nonveteran	77	30	47
MARITAL STATUS:			
Single	67	26	41
Married	9	3	6
Other (Divorced, etc.)	5	5	0
HIGH SCHOOL DIPLOMA:			
Regular	40	21	19
General Equivalency	19	12	7
None	22	1	21
COLLEGE AT SOME TIME	6	4	2

The most predominant age range of the educationally involved was from 18 to 22 years. The majority of those not involved were over 22 years of age.

There was a great disparity between the two groups with regard to high school diplomas. Only one of those involved in the educational program had not earned a diploma; 21 of the 47 not involved were without either a Regular or General Equivalency Diploma.

A successful educational experience was achieved by 16 of the 25 new residents who have attended school. Fifteen of the 21 who undertook courses at Nassau Community College and one of the four who enrolled in other institutions earned passing grades.

At least 14 of the 25 residents exposed to education have enrolled for two or more semesters; another student completed his course work and was graduated from Nassau Community College in June.

Twelve of the 20 (21 minus graduate) who have attempted courses at Nassau are preenrolled for the Fall 1970 semester.

Of the new group of 81 residents, 25 who split were not involved in the educational program (Table 44). A similar situation prevailed with regard to jail. While no one in the educationally involved group was in prison, three of those not involved were incarcerated.

TABLE 44

SUMMER 1970 STATUS OF THE NEW GROUP OF 81 TOPIC HOUSE RESIDENTS THOSE INVOLVED IN THE EDUCATIONAL PROGRAM COMPARED WITH THOSE NOT INVOLVED IN THE EDUCATIONAL PROGRAM

STATUS	NUMBER OF RESIDENTS EDUCATIONAL PROGRAM	
	Involved	Not Involved
Total Number of Residents	34	47
Working full time	19	5
Working and attending school	15	
School full time	-	
Split	(0)	(25)
Reentered therapy	-	5
Back on drugs	-	2
Jail	-	3
Married-working	-	-
Working	-	-
Unknown	-	15
Married	-	-
Deceased	-	-
Residents in therapy only		17
TOPIC HOUSE PROGRAM		
Completed Concept*	14	5
Completed Concept prior to September 1969	4	0
In therapy	16	15
Completed Concept-returned additional therapy	0	2

* Completed Concept - defined in this study as a period reached in therapy when an individual is allowed to hold a job off Topic House grounds.

The reader is again cautioned that it is much too early to draw definite conclusions from the limited data gathered thus far. The investigators are aware of the possibility that the educational component may not be the agent producing the reduced split rate in the group involved in the education program. The same people attracted to education may have been attracted to remaining in the therapy program. The reverse may also be true.

The value of keeping data regarding this new group of residents separate from the initial group of 75 lies in the fact that each had the opportunity to become involved with an educational or training program from the onset of their therapy. A careful look at the split rates of this new group after another year will allow more valid inferences to be drawn.

SPECIAL PROGRAMS AND EVENTS

During the course of the project, certain needs became apparent as a result of the residents' involvement with the educational program. The investigators developed a group of special programs and events to meet these needs. They were:

A. Pep Sessions

The investigators met several times (pep sessions) with those residents attending Nassau Community College. The initial meeting was held during the first week of school and was designed to allay fears, answer questions, discuss problems, issue directions, and share experiences. Subsequent sessions took place through three-quarters of the semester.

The format of the sessions was informal, open-ended, and inquiring. The residents were encouraged to talk about themselves and their reactions to college classroom life. The investigators discussed faculty behavior and expectations. Slowly--but voluntarily--the quieter ones among the residents joined the discussions until the sessions became comfortable for all.

B. The Tutorial Program

Contact with the residents attending school revealed that they had several insecurities: poor reading comprehension for some, inefficient study habits for others, and the lack of self-discipline needed for proper school work for most. A tutoring program was developed to serve as a source of additional strength and support to the Topic House students.

The Dean of Students was contacted to determine if selected students at Nassau Community College could serve as tutors for the Topic House group. The Dean of Students thought the idea appropriate and suggested that the Elementary Education Club be contacted. After several

meetings with the club advisor and two of the club officers, an orientation session was held for interested club members.. The nature of problems that face the ex-drug addict were discussed, as well as the best way to work for and with this type of student.

The young volunteers met with the Director and some of the Topic House residents while visiting the facility. It was understood that if a workable tutorial program were to be developed, confidence and rapport had to be established between tutors and pupils. Doubts and questions about Topic House and its residents were answered; a better understanding of the therapeutic concept was developed. The residents, in turn, were comfortable with their new associates.

The organization of the tutorial program involved: setting up of compatible time schedules for both the volunteer and the resident; listing the subjects in which help was needed and available; designating places and methods of contact.

An outgrowth of the tutoring program was the development of pleasant social relationships between the two groups. The college students continue to attend the Open House sessions at the therapeutic center.

All those who requested help were male residents; help sessions averaged 1½ hours in length; and the subject areas included Math, Reading, Salesmanship, Marketing, and Psychology.

C. Library Orientation

In an attempt to acquaint the residents with the facilities and services of the Nassau Community College Library, the investigators asked the College's Librarian Specialist to conduct orientation sessions. This was done on two different occasions.

The students were conducted on a tour of the college, with most of the time spent in the Library.

The residents toured the Library's facilities and were informed of the procedures to be followed by students when utilizing this service. The relationship between instruction and library resources was emphasized. Indexes, such as Reader's Guide to Periodicals and Literature, New York Times, Education and Social Science, were explained. The students were encouraged to peruse the volumes.

Opportunity was afforded the residents to observe the facilities of the Channel 21 television station on campus and the College's Audio Visual Department. Equipment available for student use was demonstrated.

D. How to Write a Term Paper

In counseling the students, several complaints involved difficulty in preparing course requirements; such as writing a term paper. Most of the residents had never written a research paper and were at a loss as to what procedures to follow. The Associate Dean of Nassau Community College was contacted; he agreed to conduct sessions on "How to Write a Term Paper."

Two sessions were held dealing with such matters as: where things are to be found in the Library, what kinds of tools are applicable for research, the art of note-taking, the use of footnotes, preparing bibliographies, and details about how research is done. In addition, the sessions dealt with the why's and wherefore's of research in general.

E. Fashion Show

In preparation for the ex-addict's return to the community, the

residents were exposed to the importance that grooming plays in projecting

on stage in view of the audience.

The actual organization of the show took many hours of planning. The fashion coordinator worked with the Topic House staff in order to enlist volunteers for the following committees: models, dressers, stage crew, program, hostesses and ushers, publicity. The volunteers met frequently with the fashion coordinator and carried out the designated functions for each group.

A calendar of events was used to help the committees complete their assignments on time. An organization chart was used to pinpoint responsibility for each job.

Ex-addicts frequently lack self-discipline and have a tendency not to follow through with a task. It was necessary, therefore, to spell out every detail so that the participants would not forget. Every worker was made aware that he was an important link in the production chain. In order to insure audience participation, a contest was held during the show. The competition consisted of guessing the cost of the modeled clothing. Each guess was called "Guesstimate" and the holder of the "Guesstimate" closest to the actual selling price was awarded a $5 gift certificate. Prizes (ten in all) were also awarded to the winners of the publicity poster contest.

An air of excitement generated Topic House the night of the fashion show. Every resident had received a printed invitation and was dressed for the occasion. The professional decor used for the stage background added to the festivity. It should be noted that two display men from the store worked most of the day with the Topic House stage crew to help set the mood.

A great deal of interest in personal appearance was generated. In addition, a segment of the business community became aware of the work at Topic House. As a result, the residents have since received several donations of merchandise.

VISITS TO OTHER DRUG ADDICTION PROGRAMS

The investigators visited several drug therapeutic centers and one drug commission to determine the extent to which they offered or participated in educational programs. Personal views were solicited regarding their reactions to the current project. Officials interviewed included agency heads, directors of treatment, directors and assistant directors of therapeutic centers, coordinators in therapeutic communities, and a director of research and evaluation.

A. Drug Therapeutic Center #1 - New York City

Observations:

1. No formal educational program. Training limited to preparation for high school equivalency diploma.

2. Enthusiasm expressed for a comprehensive educational effort along the lines of the Topic House program.

3. Indicated a need for training coordinators in business practices and personal characteristics.

4. Interested in a seminar for directors of drug therapeutic communities.

B. Drug Therapeutic Center #2 - New York City

Observations:

1. Educational program included training for the high school equivalency diploma, remedial reading, and remedial mathematics. Voluntary teachers conducted the program.

2. VR counselor worked with the residents.

3. Welcomed training sessions for coordinators in the areas of business practice and personal characteristics.

C. Drug Therapeutic Center #3 - New York, Upstate

Observations:

1. Part-time paid teachers conducted high school equivalency diploma classes.

2. Very interested in extending educational opportunities to residents.

3. Anxious to train coordinators in business practices and personal characteristics.

D. Drug Therapeutic Center #4 - New York, Upstate

Observations:

1. Recently started center. No educational program contemplated. Interested in learning about how one is developed.

2. Too early to identify training needs of coordinators.

E. Drug Abuse Commission - Illinois

1. Provided two full-time teachers for high school equivalency diploma classes.

2. Coordinators required to take a 4-month training program. Areas included job responsibilities and human relations.

3. Worked with employers in job placement program. Goal was to secure jobs for 200 ex-addicts.

4. State law changed to allow bonding of ex-addicts by State Department of Labor.

5. Dropout rates recorded as follows:

Detoxification program	- 50%
Methadone program	- 8%
Therapeutic Community	- 35%

F. Rehabilitation Institute - Long Island, New York

In addition to the above visits, the investigators studied the facilities of a rehabilitation institute on Long Island for possible inclusion in the program. The vocational exploratory areas included clerical training, data processing, mechanics, electronics, appliance maintenance, and printing. Vocational counseling was also available. Two Topic House residents were eventually enrolled at this institution and their progress is included in the report.

COMMENTS AND SUGGESTIONS ABOUT THE PROJECT BY AGENCY PERSONNEL INVOLVED WITH THE PROGRAM

Personnel from the Nassau County Drug Abuse and Addiction Commission, the New York State Education Department, and Nassau Community College were interviewed for their comments and suggestions about the project. It was important to have their views in preparation for a continuation of the Topic House program and for the possible start of similar projects in other parts of the state. If a working model was to emerge from the current project, it should be tempered by the reactions of those closest to it.

The comments and suggestions were:

A. Nassau County Drug Abuse and Addiction Commission

1. The vocational training part of the program leaves something to be desired. The middle class aspirations among the residents cause many of them to opt for college careers without serious consideration of shorter-range vocational training programs.

2. There has been excellent cooperation among the various professionals responsible for the project, however, it appears that a full-time counselor is advisable.

3. The participation of the investigators and the VR counselor on Topic House premises was healthy for the residents and the coordinators. After a short adjustment period, the ex-addicts were able to relate comfortably to the professionals.

4. The size of the resident group involved in the educational program affects the extent to which the director of the therapeutic residence can participate in it. He loses touch with program details and individuals as

more residents become involved. Despite the delegation of authority, he feels uneasy about the lack of direct control.

5. The educational program, far from displacing important "concept" activities, has provided new and stimulating activities for the residents.

6. Those residents who became involved in vocational rehabilitation programs ran into ego problems with regard to sharing experiences with other physically and emotionally handicapped people. Ex-addicts are loathe to classify themselves as handicapped.

7. The program has brought ex-addicts into contact with non-addict populations. This has afforded the ex-addicts the opportunity to socialize and share tasks with those in the "square" world. It has enabled Topic House residents to view and participate in non-drug aspects of life; it helps them to formulate realistic reentry goals.

8. Residents who have withdrawn from the educational program feel that their experiences in the project have helped them make more realistic decisions about themselves. Some residents, having withdrawn from the program, have expressed interest in returning to school.

9. In general, the impact of educational involvement on the therapeutic community is good. However, it causes unrealistic understandings for some residents because they feel that college attendance per se can solve their emotional problems.

10. The impact of the educational program on the resident administrative coordinators is not noticeable; the fact that several of them attended Nassau Community College and subsequently withdrew is not necessarily damaging since the decision to engage in or withdraw from the program was optional. It has been suggested that all staff members be required to take courses; however, the investigators recommendation is that coordinators

should not be compelled at this time to participate in the educational program.

11. As increasing numbers of ex-addict drug aides are needed in therapeutic centers, formal educational achievement should be required of them. This should be a prerequisite for employment at the higher levels.

12. The Topic House leadership anticipates gradually relaxed discipline in the House and more educational involvement.

B. New York State Education Department, Office of Vocational Rehabilitation (Bureau of Occupational Education Research concurring)

1. The project is another illustration of how inter-agency cooperation can result in positive benefits to people.

2. Though the results of the program to date are encouraging, it is too soon to draw conclusions about its long-range effects. Vocational achievement and recidivism must be assessed over a number of years.

3. OVR's definition of ultimate success is employment and adjustment in the community at a level commensurate with one's skills and capacities in a field of work which is appropriate and which provides opportunities to advance to the extent of one's aspirational levels. Though the current project is nowhere near achievement by this definition, tentative judgments can be made regarding:

a. holding power
b. split rates
c. feeling tone
d. OVR contributions
e. inter-agency relationships
f. evaluation of ex-addicts in a nondrug addict educational atmosphere

4. The makeup of the residential population in the current program is more favorable than in many others with regard to economic and intellectual status. Acceptance of college entrance was relatively easy for most of the residents.

5. It is not surprising that so many of the residents expressed a

desire to work in drug treatment centers. Handicapped groups also indicate a preference for working in their areas.

6. Ex-addicts are immature and require the discipline of training programs. The current project seems to have contributed to their emotional growth.

7. It is to be expected that the residents will enroll in educational programs, drop out, and re-enroll. This pattern is not unlike that of other populations. Split cases should not be closed quickly since the splitees frequently return to therapy.

8. The current project lacks comprehensiveness in terms of the variety of training programs. The ease with which Topic House residents can enroll in courses, coupled with the accessible physical location of Nassau Community College, sometimes forecloses consideration of other institutions. Though this factor is limiting, it is not harmful. The College, however, meets most needs of those with high school diplomas only. Programs located in New York City present a serious obstacle, commutation.

9. OVR functions in many ways to service its clients. The current project involves only one distinct method. OVR's association with other drug facilities would depend upon specific population types and on available OVR facilities. To replicate the present project would require a 2-year college in close proximity to a drug addiction center, and either a full-time counselor or a combination of counselor and active college personnel. The involvement of the investigators in the current program has been of great help to OVR by relieving the counselor of many responsibilities. A full-time counselor on premises could accomplish the same things.

10. Cities usually have sufficient facilities so that the proximity of

an educational institution to a drug center is not so important as it is in a suburban or rural area. In rural areas decisions must be based upon factors such as the services required, the location of those services, the mobility of the ex-addict population, and the permissible length of time away from a therapeutic center.

11. OVR and the Nassau County Drug Abuse and Addiction Commission, in the continuation of the present project, should apprise ex-addicts of the educational program before they decide on therapy. This should be done in jail, out-patient groups, and during the intake process.

C. Nassau Community College

1. The college is ready to do its part in the rehabilitation of ex-addicts. Its programs, personnel, and facilities are available to this end.

2. The Bursar and Registrar offices were pleased with the organized manner in which the project's business was conducted.

3. A structured orientation session for participating faculty members would be helpful.

4. A number of faculty members who have had Topic House residents in class are gratified by the mutual relationships that have been developed among students, faculty, and resident students.

SUMMARY OF THE PILOT PROGRAM'S OPERATIONS

This study was concerned with the involvement of ex-drug addicts in a multi-faceted educational program. Sponsored by the New York State Education Department's Bureau of Occupational Education Research and conducted jointly by the New York State Education Department's Office of Vocational Rehabilitation, the Nassau County Drug Abuse and Addiction Commission, and Nassau Community College, the investigators have explored the effects of an educational program on ex-addicts.

The program included:

1. Education at Nassau Community College for:
    a. matriculated students for the Associate in Science Degree, the Associate in Applied Science Degree, and the Associate in Arts Degree.
    b. individual courses. Sequences of appropriate vocational courses (long-term and short-term) leading to fulfillment of stated vocational goals.
    c. remediation courses in mathematics, English, and reading.
2. Education offered at colleges other than Nassau Community College.
3. High School Equivalency Diploma study classes.
4. Noncollegiate courses (a limited number) in vocational and technical skills.
5. Orientation seminars for preparation of the residents for educational experiences.
6. Orientation sessions for teachers involved in the program.
7. "Pep" sessions for participating residents that were designed to maintain their interest and motivation.
8. Special events, including a tutorial program, a fashion show, library orientations, and a term-paper orientation.

SUMMARY OF THE PILOT PROGRAM'S OUTCOMES

1. Attrition rates (split rates) in the Topic House therapeutic program seem to be reduced for those residents who were involved in the educational program. It would appear that the injection of a comprehensive educational program into drug rehabilitation programs may play a significant role in the retention of ex-addicts in therapy.

2. The data indicated a noticeable contrast in work status between those involved in education and those not so involved. A larger proportion of those involved in the educational program was working than was the corresponding population of those not involved.

3. Residents who were involved in the educational program participated with nonaddict populations in a variety of activities. Many of them functioned well in nonaddict society and expressed satisfaction with their experiences. This association seemed to facilitate reentry into the "straight" society.

4. A smaller number of those involved in the educational program reverted to drugs as compared to those who were not involved in the educational program.

5. The data indicated a sharp contrast in the number who returned to jail. None of those involved in the educational program returned to jail.

6. Ex-addicts sufficiently motivated can complete college courses successfully. However, several years' experience are required to tell whether the completion rate can be sustained.

7. Some residents are ready earlier than others for educational involvement depending on their stage in therapy. In the initial stage, ex-addicts need continuous reinforcement in order to maintain interest and confidence in their studies and abilities.

8. Educational involvement afforded the residents the opportunity to learn about career opportunities and to undertake specific courses leading to expressed vocations. As a result of their educational experiences and counseling, some of the ex-addicts were better prepared to formulate realistic decisions about themselves and their vocational goals.

9. The educational program added a new dimension to the ex-addicts' therapy by encouraging them to explore their talents and to strive toward a vocational goal. The program provided residents with new and stimulating activities which may have contributed to their retention in therapy.

Since the drug addict's rehabilitation is generally long range, conclusions and recommendations based upon the findings in this study should be considered tentative. It seems appropriate, however, that the recommendations listed below should be considered for further exploration.

CONCLUSIONS AND RECOMMENDATIONS

1. The basic approaches outlined in this pilot project for the involvement of ex-addicts in an educational program should be continued. Modifications should be made, however, to assure the widening of training opportunities so that a comprehensive vocational program may be available to residents at all levels of education. Though Nassau Community College is an excellent vehicle for the satisfaction of educational needs, it is not the only one available in Nassau County.

2. An unfortunate time loss takes place for residents who are ready for training but who must wait for the start of a new semester. Though the non-addict population endures the same inconvenience, the consequences can be more severe for the ex-addicts. Colleges and drug commissions should investigate the feasibility of rolling admissions part-time instructional programs to accommodate people when they are ready for training.

a. Exploratory courses in business, liberal arts and technical areas could comprise one answer to rolling admissions. Exploratory courses would be designed in each of these areas to afford residents an opportunity to become acquainted with fields of learning and to determine whether they might like to pursue these areas for future employment or for further education.

Short-term exploratory courses are not normally included in college curriculums, and would have to be designed for the residents. Classes could be conducted by specialists in each area at therapeutic centers so that all eligible residents, including those not permitted off the premises, could enroll. This might be considered an indepth orientation seminar.

b. Because the importance of ex-addicts projecting themselves favorably in job and social situations cannot be emphasized too strongly, it is recommended that a course be offered which is designed to provide the residents an opportunity to improve their personal characteristics and social images.

c. The implementation of a course in "concept management" should be considered. This course would be designed for those residents who want to make the concept of Topic House (and similar institutions) their life's work. The fundamental objective of such a course would be to help residents improve their personal characteristics to make them more effective as coordinators in drug abuse rehabilitation programs. The major areas would be speech, public relations, grooming, and personality development. Successful completion of the course could help those preparing for jobs in such institutions as Topic House and in school districts.

3. The interest evidenced in drug addiction treatment as a career by many ex-addicts highlights the need for training programs in this area.

Coordinators and directors in drug therapeutic centers require training in communications techniques and business procedures. Their performance in drug therapy programs reflects some educational and business impoverishment suffered during their addiction periods. Two-year colleges should study the development of curriculums for drug aides. Less-than-2-year certificate programs should also be investigated.

4. In-service training should be available to professionals involved in the educational program of ex-drug addicts. Teachers of ex-addicts can probably be more effective with proper orientation. It was found that the teachers with whom the investigators had the most frequent contacts were the ones who developed the closest relationships with their students.

Discussion topics should include the nature of the ex-addict, the therapeutic concept, and the identification of some appropriate teaching techniques that have been found successful with this unique group of students.

5. The availability of an educational program appears to motivate some residents towards continuation in therapy. Early awareness of the program might stimulate ex-addicts to remain longer in the various intake facilities. Information sessions should be held at the intake centers to stimulate awareness of the programs available and for the answering of related questions.

6. Visits to the various therapeutic centers made the investigators aware that there is little communication among drug therapeutic centers, even in proximate locations. The absence of shared experiences diminishes the efforts of the centers. Localities and, perhaps, the state should institute conferences and seminars for personnel connected with therapeutic programs. Discussion items should include group techniques, administrative procedures, and community relationships. Emphasis should be placed on the phases of treatment practiced in common and uniquely.

7. It is recommended that a seminar program for professional personnel in colleges (2-year and 4-year), therapeutic drug programs, and drug commissions be conducted to establish interrelationships for the coordination of educational programs and the exchange of ideas.

8. Though there were minor inconveniences during inclement weather, the favorable location of Topic House to Nassau Community College removed the burden of travel for the residents. Therapeutic centers which are not located close to educational institutions must make provisions for residents' travel. Though the physical act of getting to a school is only one component of the total school experience, it can become a serious one for ex-addicts in

therapy. Their generally low frustration levels should not be tested by irritations connected with unreliable means of travel.

9. Those responsible for administering educational programs for residents of drug therapeutic centers should be alert to the need for special activities. A flexible approach to a program would allow for implementation of worthwhile ventures.

10. A public relations program should be developed to acquaint prospective employers with the vocational potential of trained ex-drug addicts. The program should attempt to:

a. Break down employer resistence to hiring ex-addicts.

b. Gauge the possible job market for ex-addicts.

c. Bring employers into the educational program as advisors and teachers.

d. Encourage businessmen to contribute their resources to a vocational and educational program conducted for ex-addicts.

11. It is strongly recommended that drug commissions establish job placement offices as part of their reentry program. The job placement officer should work closely with those in the educational program (professionals and ex-addicts).

12. The investigators believe that sufficient progress is recorded in this report to justify the initiation of educational programs at other therapeutic centers. From the data collected during the relatively brief existence of the present study, it is obvious that the integration of an academic and vocational training program with a therapeutic effort adds a wholesome dimension to the center's activities.

13. The educational component of a drug rehabilitation program should be available to all ex-addicts served, not merely to those in residential centers. This would include the populations of out-patient groups, halfway houses, community-based groups, and methadone centers.

APPENDICES

APPENDIX A

NASSAU COMMUNITY COLLEGE GRADING SYSTEM

Percentage Equivalent	Grade	Quality of Achievement	Honor Points
90-100%	A	Excellent	4
85-89	B+		3.5
80-84	B	Very Good	3
75-79	C+		2.5
70-74	C	Average	2
65-69	D+		1.5
60-64	D	Minimum Passing	1
	F	Failure	0
	WF	Withdrawn Failure	0
	Inc	Incomplete (Automatic F if work not completed within four weeks after the beginning of new semester).	0
	NP	Withdrawn - No Penalty	-
	WP	Withdrawn - Passing	-
	NG	No Grade - Audit	-
	S	Satisfactory	-
	U	Unsatisfactory	-

APPENDIX B

SCORES ON THE PRINCETON COOPERATIVE ENGLISH AND MATHEMATICS TEST OF 20 TOPIC HOUSE RESIDENTS (FROM SECOND EDUCATION GROUP OF 23) WHO ATTENDED NASSAU COMMUNITY COLLEGE DURING THE SPRING 1970 SEMESTER

(MID-PERCENTILE RANKINGS BASED ON NATIONAL NORMS)*

	RANKINGS	RANGE
READING:		
Vocabulary	48	9-83
Level of Comprehension	47	9-91
Speed of Comprehension	39	5-93
TOTAL	40	13-92
ENGLISH:		
Expression	59	11-88
Grammar	40	.5-99
TOTAL	29	1.5-84
MATHEMATICS:		
Arithmetic	82	21-99.9
Structure of Numeric System	26	2-99

* Raw scores obtained from test were converted (using published tables) to scores which were plotted on percentile scales according to national norms.